

# **Antelope Class**

## **Reading and GHASP**

### **Term 6, Week 4 learning - 22.6.20**

Within this learning guide, there are grammar, spelling and handwriting activities, in addition to a reading comprehension task, for you to have a go at.

Again, please keep sending work to [antelopes@bratton.wilts.sch.uk](mailto:antelopes@bratton.wilts.sch.uk), every few days or at the end of the week.

Thank you, Miss McMillan and Mrs Smith.

# Reading

Please read the text and answer the following questions in full sentences.

## DETECTIVE WORK



Look for the clues in this text and work on the answers:

Sam checked the calendar. "Tomorrow," she said, "it will be Monday 24<sup>th</sup> – my birthday. Hooray!" She clapped her hands. Opening the curtains, she grumbled. "I do hope the weather improves by then."

1. Is Sam a girl or a boy? How do you know?
2. What day is it?
3. How does Sam feel before the curtains are opened?
4. How can you tell how Sam feels?
5. How does Sam feel after the curtains are opened?
6. What word tells you how Sam felt then?
7. What do you think the weather was like outside?

The word **good** can mean all sorts of things. Here are some sentences that contain the word **good**. What does it mean in these sentences? Draw a line or write the correct word linking each one to its meaning. One has already been done for you.



1. If you are **good**, I'll take you to the seaside.

safe

2. The baker's pies are really **good**.

useful

3. The team needs to find some **good** players.

well-behaved

4. Hammers are very **good** for banging in nails.

kind

5. It's important to have a **good** breakfast.

delicious

6. Is under the bed a **good** place to keep your money?

healthy

7. It's **good** of you to give money to charity.

large

8. Pudding is served with a **good** amount of cream.

talented

We can work out how a friend is feeling based on the look on their face, how they are standing, the way they speak and their actions. This is a clever skill called inference.

**Read the texts below. Underline or write down the evidence and describe how these children feel.**



Roberto stamped his foot and waved his hands in the air. He walked away from the referee, stared up at the sky and shook his head. He turned to the crowd and shrugged his shoulders.

**feelings:**  
\_\_\_\_\_

**feelings:**  
\_\_\_\_\_

Tess opened the envelope, careful not to damage the letter inside. She felt her pulse racing as she slowly unfolded the blue notepaper. She couldn't believe it, but it was true. She had won!



Raj sighed deeply, threw his pencil onto the floor and leaned back in his chair. He looked at the page of homework again, but it was no use. He turned back to the instructions but that didn't help.

**feelings:**  
\_\_\_\_\_

**feelings:**  
\_\_\_\_\_

Luisa turned her back on the group of friends. The corners of her mouth drooped and she had to hold back the tears. Taking one last look back at her so-called friends, she shuffled off.



# Spellings

**Activity 1:** Below are some spellings. I would like you to practise the relevant list of words. Use the strategies on the following slide. Look up any words you do not know the meaning of, and put each word into a sentence.

**Activity 2:** Ask someone to help you by reading the word. Without looking at the spellings, write down the word on paper to see if you spell it correctly.

Practise any words you get incorrect.

## Y4 SPELLINGS

- Peculiar
- Particular
- Ordinary
- Opposite
- Often
- Occasionally
- Occasion
- Notice
- Naughty
- Natural

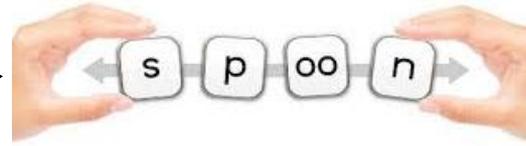
## Y5 SPELLINGS

- Opportunity
- Occur
- Occupy
- Nuisance
- Neighbour
- Necessary
- Muscle
- Mischievous
- Marvellous
- Lightning

# Spelling strategies:

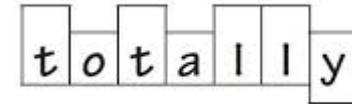
- Look, say, cover, write, check

- Segmentation strategy →



- Quick write – write as many words as possible in a certain time.

- Drawing around the word to show the shape.



- Drawing an image around the word. →



- Words without vowels. E.g. field = f ld

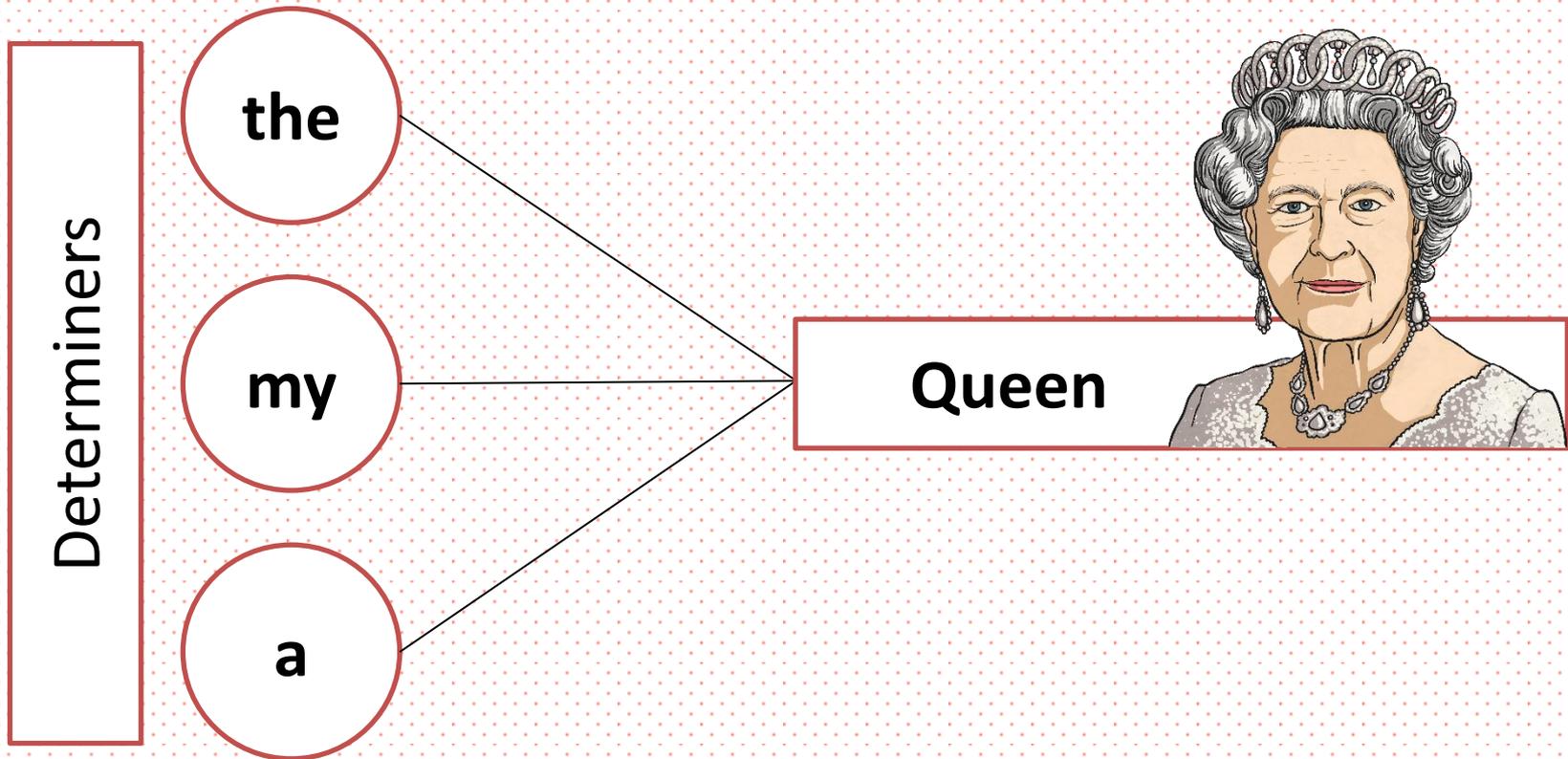
- Pyramid words →

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

- Rainbow writing

# Grammar- determiners

Determiners are words that come before a noun.



They introduce the noun and can give the reader important information about it.

# Specific Determiners

These refer to a specific noun.

Use specific determiners when the reader knows exactly what noun you are referring to.

**the**

The definite article

**this**

**those**

**these**

**that**

Definite determiners

**which**

Interrogative  
determiner

**her**

**my**

**his**

**your**

**whose**

**our**

**their**

Possessive determiners

# Specific Determiners in Action

Use **specific determiners** when the reader knows exactly which noun you are referring to.

My sister is smiling.

Which film did you go and see?

Try completing this sentence using a specific determiner:

\_\_\_\_\_ Dad's car broke down on the way home last night.

# General Determiners

These refer to general nouns, or nouns that the reader does not know.

**General determiners** can also tell the reader how many nouns you are talking about - these are called **quantifiers**.

a

any

some

five

few

more

an

another

all

enough

many

less

other

what

Quantifiers

# Activity 1:

Can you identify the **determiners** in these sentences?

Some may have more than one.

The hoop rolled down the road.

Whose socks are these?

The river is just beyond those trees.

Five seagulls landed on the beach.

Any computers must be turned off.

# Activity 1 answers

Can you identify the **determiners** in these sentences?

**The** hoop rolled down **the** road.

**Whose** socks are **these**?

**The** river is just beyond **those** trees.

**Five** seagulls landed on **the** beach.

**Any** computers must be turned off.

# Activity 1: Additional practice

1 Circle the determiners in the sentence below.

I ordered three drinks.

2 Circle the determiners in the sentence below.

We went to the beach and had a great time!

3 Circle the determiners in the sentence below.

Can I have those black shoes?

4 Circle the determiners in the sentence below.

There are only a few pieces left to complete!

5 Circle the determiners in the sentence below.

You took the last piece of the cake.

6 Circle the determiners in the sentence below.

There was an enormous dog!  
There had been several dogs in the playground recently.

## Activity 2:

Sort the possible determiners into the table below by deciding if they could be used before the given noun.

**Noun:** elephant

**Possible determiners:** a, an, the, my, your, some, four

Could be used	Could not be used

## Activity 2 answers:

Sort the possible determiners into the table below by deciding if they could be used before the given noun.

**Noun:** elephant

**Possible determiners:** a, an, the, my, your, some, four

Could be used	Could not be used
<b>an</b> <b>the</b> <b>my</b> <b>your</b>	<b>a</b> <b>some</b> <b>four</b>

# Handwriting

## Tongue Twisters 1

**A tongue twister is a phrase or sentence that is hard to say fast!**

**Copy these tongue twisters in your best handwriting:**



Six sharp, smart sharks.

She sees cheese.

Red lorry, yellow lorry.

Blake's bike brake broke.

Mixed biscuits, mixed biscuits. Three free throws.

Crisp crusts crackle crunchily. Quick cooks cook cakes.

Fred fed Ted bread and Ted fed Fred bread.

Six stinky socks sit soaking in a sink.

**More.....**